



misc

Exchange
46:6

LIBRARY
CALIFORNIA BAPTIST THEOLOGICAL SEMINARY
Seminary Knolls
Covina, California

September-October, 1956



**METHODIST
SCHOOLS
COLLEGES
AND
UNIVERSITIES**

FISK U.
DUPLICATE

FISK UNIVERSITY LIBRARY
3700 UNIVERSITY AVENUE
NASHVILLE 3, TENNESSEE

and Church
Campus



STUDENTS FROM METHODISM'S HIGH POINT COLLEGE, HIGH POINT, NORTH CAROLINA, ATTEND SUNDAY MORNING WORSHIP AT FIRST METHODIST CHURCH

At the request of the executive officers of the Commission on Promotion and Cultivation, the editors of *Church and Campus* are continuing publication through the calendar year 1956. This involves two issues since the General Conference action discontinuing this magazine: this special guide to Methodist schools, colleges and universities and the final number, appearing in November, which will be a preview of the special quadrennial emphasis on higher education.

—The Editor

Volume 46

No. 6

contents

Save This Issue	3
What to Look for in a College	4
A Word of Counsel to Parents	7
The Task of the Church College	8
Young Men and the Ministry	11
The Methodist Student Movement	13
Annotated Bibliography	15
Map of Methodist-Related Educational Institutions	16
Chart of Methodist-Related Educational Institutions	18
Secondary Schools Related to The Methodist Church	24
Ways and Means of Meeting the Cost	26
When Uncle Sam Calls	28
The University Senate	29
Methodism's Newest College	31

Roger Ortmayer, *editor*
 Myron F. Wicke, *associate editor*
 Henry Koestline, *managing editor*
 Margaret Rigg, *art editor*
 William Harrison, Eddie Lee McCall, Christine Price Young,
editorial assistants
 Wanda Harrison, *secretary*

EDITORIAL COUNCIL: Woodrow A. Geier,
 James S. Thomas, Gerald O. McCulloh,
 J. Richard Spann, H. D. Bollinger,
 Harvey C. Brown, Richard N. Bender.

John O. Gross, *executive secretary*

Church and Campus

is published bimonthly, September through June each year, by the Division of Educational Institutions, Board of Education, The Methodist Church, 1001 19th Ave., So., Nashville, Tenn. Address all correspondence to Box 371, Nashville 2, Tenn. \$1 per year. Entered as second-class matter at the Post Office at Nashville, Tennessee, under act of August 24, 1912.

SAVE *this issue*

PASTORS

- Each year you have high-school students who will raise with you the question: "Should I go to college?"
- Or, as increasingly phrased: "What college should I go to?"
- This issue is intended to help you answer these questions, particularly the latter one. It is a handbook for reference when you need to know some of the answers to such inquiries as:
 - How much does it cost?
 - Is it accredited?
 - How do I get a scholarship?
 - What size school is it?

COUNSELORS

- In this number of *Church and Campus* you will find specific data concerning those institutions related to The Methodist Church.
- This includes universities, colleges and theological seminaries. Because it is designed primarily to help those anticipating the college experience, little attention is given to the graduate schools (including the seminaries), or the secondary schools in the Methodist relationship.

PARENTS

- "There is a Methodist college for every Methodist student." This is not designed as parochial advice, simply a statement of fact.
- There are values, we believe, in a church-related institution which cannot be realized in state-supported schools. In this issue we try to help you see those values as well as to anticipate the costs, etc.

STUDENTS

- Should you go to college? We cannot answer that for you. However, we are trying to anticipate some of the questions you will ask, if you decide to go to college, so you can make a good choice.
- If you do not know what you want to be, college should help you decide. If you have made up your mind as to your vocation, college will not only help you to realize its possibilities, but do the more crucial job of testing the validity of your decision.

what to **LOOK** *for in a* *college*

CHOOSING a college is serious business and, as stated in the marriage vow, should not be approached "unadvisedly." College years are decisive. What are some of the questions to be asked about a college? The suggestions which follow are intended to raise some of these questions:

1. *What does the college stand for?*

Strangely enough, colleges are not agreed on what education should be. Therefore it will be worth the time to study the stated aims and objectives of a college under consideration. As a rule these appear in the catalog of the institution, and while these publications cannot be trusted too far, it is important to learn what the college says its purposes are.

What does the course of study include? Does it require that a student face the Big Questions? Is there opportunity to study religion and philosophy which have so much to say about these matters? What are the social standards of the institution? What is the quality of dormitory life? Such questions will help to indicate what the college stands for.

2. *What is the accreditation of the college?*

Accredited colleges are those which have been listed by regional agencies as having met minimum standards. Credits from these institutions are accepted without condition by other undergraduate institutions and by graduate schools.

There are unaccredited colleges in the United States doing acceptable work. Some of these will soon be accredited, and others are working toward it. Nevertheless, when a student elects an unaccredited institution he should have special reasons for doing so. In the charts on pages 18-23, regional and University Senate accreditation are given. The University Senate is the official standardizing agency of The Methodist Church.

3. *What is the quality of the faculty?*

The faculty represents the chief strength of a college. The bulletin will list faculty degrees and indicate where they were earned. It is wholesome to have many different graduate institutions represented on a faculty to avoid provincialism. Yet de-

rees do not tell anything like the whole story about teacher. Most important are personality and character.

A visit to college classes when possible will help greatly. Alumni can speak about the teaching as they remember it, though colleges should not be judged by what they were ten or fifteen years earlier. It is always illuminating to compare the number of teachers with the regular enrolment to learn how many students there are per teacher.

What is the size of the college?

There is no clear line between a large and a small college. Yet the enrolment of a college is an important factor to be considered. Many colleges are small by choice, believing that there are opportunities in a small academic community not to be found in a large one. Thus a campus of 400 is likely to achieve a solidarity not possible to one of 1,500 students.

A university of 10,000 creates problems which are not to be found upon a campus of 600. It is clear that students reach their fullest development where they are regarded as persons rather than numbers. Both large and small institutions understand this.

What are the admission requirements?

High-school graduation is required by almost all colleges. There are at times exceptions to this rule, especially for veterans and for those over twenty-five years of age. Since some colleges require a specific pattern of high-school credits for admission, student should give early thought to the college he hopes to attend. The college bulletin will outline admission requirements.

In what kind of community is the college?

Years ago colleges were commonly planted in places where city distractions were minimized. Today some of the strongest institutions are to be found in small towns and cities. There is perhaps no more attractive community in our country than the college town. The personal needs and interests of the student must help to determine the kind of environment he will find most congenial. Although large cities have such advantages as museums, symphony orchestra, and great libraries, most colleges in metropolitan areas arrange to bring to the campus outstanding artists and speakers, and plan

field trips to near-by cities. There is much to be said for the small college community.

7. How well is the college equipped?

A college is not to be judged primarily by its buildings. Yet adequate equipment is necessary for superior work. Thus dormitories need not be luxurious, but they should be clean and bright.

The college library is an excellent indication of what the institution considers of primary importance. If the library suffers by comparison with the gymnasium, questions are in order. Obviously senior colleges need more books than junior colleges or secondary schools, but the book collection is not to be judged wholly by numbers.

Those who are interested in scientific study will do well to visit the college laboratories and meet the science faculty. Often students assume that the largest laboratories are the best. This is not necessarily so. The equipment a student gets to use is more to the point than the extensive equipment an institution may possess. In undergraduate work adequate laboratories do not require huge buildings.

8. What will it cost?

College costs vary widely. Among the institutions listed in this guide, the lowest average annual cost among senior colleges is about \$600 and the highest near \$1,700. Average annual costs among junior colleges are somewhat lower.

Most colleges provide scholarship help for worthy students. The extent and nature of such assistance can be learned by writing to the admissions officer of the college. Many institutions will not consider assigning a scholarship until the student has officially applied for admission. Loan funds are also available at most institutions at low interest rates. In another part of this issue reference is made to Methodist loan and scholarship funds.

Students may work for part of their expenses. As a rule a student is well advised not to plan to work during his first semester, or better during his first year. If the financial requirements of a student are such as to require too much outside work, his reason for attending college may be defeated.

9. What about vocational education?

Many students hold as their primary aim in going to college the gaining of vocational competence. This is a reasonable objective, since for most of us, life is life in a job. Sound liberal-arts education has great vocational importance. Still the student will

want to know what the college can do for him directly in achieving his vocational and professional hopes. Here the catalog of the institution will again be of help, yet it is to be taken with a grain of salt.

If a small college announces its ability to train for everything, the institution may be suspect. A student who can visit the campus to meet the faculty and observe the equipment in music, if this is his field, may find the answer to his questions. The home economics student should visit the laboratories, and

discuss his interests with the teachers in that department. If a visit is not possible, he should write to the dean of the college asking for an outline of what the school has to offer in his particular field. The student is likely to discover, however, that if he plans for graduate work, his best efforts should be given to a solid liberal-arts program. Thus in a recent study a recommendation for medical training was this: "Medical schools should strongly urge students to secure a broad liberal education."

LEAFLETS AVAILABLE

from the Division of Educational Institutions

Leaflets for Pastors, Parents, Students, and Counselors

Directory of Institutions Related to the Board of Education, The Methodist Church
So . . . You're Choosing a College
Why Methodist Colleges Ask Their Students Not to Drink
Secondary Schools, Board of Education, The Methodist Church
Your Church at Work on the Campus
Essence of Education
The Small College Is Not Expendable
General Board of Education
To the Stars Through Difficulties (Brief sketches on 13 schools for Negroes)
A Brief History of the University Senate of The Methodist Church
University Senate Handbook
How to Become a Methodist Minister
Courses of Study for the Methodist Ministry
Correspondence Graduate Study for Ministers
On-the-Job Training for Ministers
National Methodist Scholarships
Methodist Student Loan Fund
The First Four Score (Historical Statement on Methodist Student Loan and Scholarship Fund)
Why Not Consider College Teaching
Methodist Youth Caravans
Methodist Summer Service Projects for College Students
Methodism's . . . Big 10 Theological Schools
Selective Service Requirements for Young Men Studying for the Ministry
Defining the Methodist Student Movement
Program Emphases with Resources & Bibliography, the Methodist Student Movement
The Religious Life Program in the Methodist College
Professional Student Christian Work in the The Methodist Church

Above leaflets are free in limited quantities from the Service Department, Box 871, Nashville 2, Tennessee.

a word of COUNSEL *to parents*

Is the choice of a college important? Only one answer can be given to that question. Yet during long experience as teacher and administrator I have been told by many parents, "I do not want to influence my son (or daughter). I want him to look about and decide for himself." They are sincere, but they nevertheless are evading a responsibility of great consequence.

Academic Standing Significant

In the first place, it is important to choose a college of high standing whose work will be sound and well balanced and whose credits will be good anywhere and at any time. Some institutions that call themselves colleges are poor makeshifts. But young people have difficulty in securing dependable information about colleges. They are likely also to give undue weight to matters of little moment in making their selection. The word of some school friend equally uninformed, the attraction of a good football team, the offer of a scholarship, and many other considerations which have little or nothing to do with the quality of a college may determine their choice. Though they will go to college but once and will make only one preparation for life, they may be led to spend four years and a considerable sum of money in a poor college with inferior returns when with suitable guidance they might have gone to a good college which in every respect would have served them better.

Beyond the question of academic values are other matters of even greater importance. What are some of the critical choices students are likely to make in college?

Choice of Lifework

First is the choice of a vocation or profession. Very few high-school graduates know enough about themselves or their world to make a wise decision. As they go on in college wider knowledge and friendly counsel of teachers and administrators will

help them to a choice among careers which is likely to be in accord with their bent and to be permanent.

Friendships to Be Made

Second is the choice of enduring friendships. The friendships formed in high school and earlier may be very close, but they seldom last. In the college years traits are more fully developed and judgment is more sure. The intimate friends acquired then remain friends down to old age. Witness the joyous college reunions which bring together from far distances the graduates of forty and fifty years ago.

The Future Home

Third is the choice of a wife or husband. Co-educational colleges are sometimes called "match factories." There is no better place in which to find the right man or the right woman than in a good college. The fact is well established that few college marriages are ever broken by separation or divorce. The young people come to know each other well by daily association, and when they marry they have a rich store of joint experiences and appreciations to supplement the other attractions which draw them together.

Philosophy of Life

Fourth is the choice of certain views, principles, and habits which in their totality make what we call character. It doubtless is true that sometimes these are not consciously chosen—they are breathed in with the atmosphere, absorbed from prevalent ideals, and caught from strong personalities. The individual reacting in normal ways to a favorable environment grows into self-knowledge and self-possession. He finds himself and makes sure of himself. And that is character.

Religion

Fifth is the acceptance of religion as a way of life
(Continued on page 12)



the **TASK** *of the* *church college*

by C. ORVILLE STROHL, president, Southwestern College, Winfield, Kan.

THE church college is not a little plus sign to an ordinary college—a small 10-cent operation guaranteed to turn out safe little people. Rather, its task is to demonstrate the fact that the mind of God is one thing, not two. The whole world is a divine operation. Young life caught up in this moving conviction enables students to achieve a penetrating and well-rounded understanding, and to develop a sacrificial love for one world in this great hour of its destiny. This makes the Christian college unique and distinct in all parts of the world.

The Great Adventure in Christian Higher Education

When you choose a college, you are really choosing a pattern of life. This makes your decision so important that it should be carefully and prayerfully considered. Only the most significant factors

should become priorities in helping you reach a decision.

Your philosophy of life, your technical training, your understanding of human nature, your world view, your respect for values, your understanding of the Christian faith, and probably your life companion will all be determined while you are on the college campus. Let's take a look at these:

First, you have a right to expect a good sound education from an accredited college or university. Most of us who look back on our college education place a much higher valuation upon it than when we were in college. Truly it becomes the foundation upon which our later years are developed.

A keen mind that is disciplined to think accurately and scientifically in this generation is a real asset. Did you ever ask yourself how a faculty could prepare young people today for life ten, fifteen, or

twenty years from now? The world will change, and it won't be the same place. The answer is that a sound education will help a person to know *how* to think as well as *what* to think. There is a world of difference between these two philosophies of education. Learning *how* to think is the result of a liberal-arts education in a residential setting. Learning *what* to think is usually the product of vocational training in a day-school setting. Your education should prepare you for graduate school or whatever you might decide to do after commencement. It should become more valuable to you the longer you use it.

Second, securing knowledge and information about a number of areas of life really is not enough. In your college career you should begin to relate this vast storehouse of information to the big questions of life: "What is man?"—"Is God real?"—"What kind of universe do I live in?"—"What about human destiny?"—"Am I really important in the scheme of things?"—etc. These big questions cannot be answered without the help of religion. To each religion as a belief in an ultimate reality that gives meaning and purpose to human existence is a high privilege and a distinct contribution of the church college. This is the core around which Christian higher education is developed.

Emerson said to Thoreau one day, "Did you know that Harvard is now teaching all the branches of learning?" "Yes," said Thoreau, "all of the branches and none of the roots." The roots of education are related to these questions of life for which every man must find some kind of answer. A young person should expect his college education to help him find answers, and the church college stands ready to do so.

So far we have indicated the personal values to be realized in this great adventure of Christian higher education. But there is more involved. Without the process of Christian higher education taking place, how could we create a Christian culture? How could we recognize Christian values? How could we achieve the human values so important to democracy and Western civilization? History has answered these questions for us. The answers are plainly and tragically written in Italy, Russia, Germany, and Japan. The plain fact of the matter is that without the church college training the general staff of the human race, we can never really expect to have one world at peace.

Therefore, your church college invites you to share in this great adventure of Christian higher

education which enriches human life and serves as a bulwark to Western civilization.

The Great Experiment in Democracy

Democracy is based upon the idea that there are extraordinary possibilities in ordinary people—that if we throw wide the door of opportunity so that all young life can bring out the best that is in them, we will get amazing results. The church college is dedicated to this democratic principle. The youth of our generation are the best and finest in the world. All they need is inspiration, discipline, and opportunity. They can *become*!

Earlier in this article we referred to training the general staff of the human race as being the hope of a world at peace. In the great experiment of democratic living on the college and university campus young people have an opportunity to develop their leadership potential. They rub hearts and minds with faculty that is dedicated and committed. Out of this relationship they develop a sense of purpose and destiny for their lives. They not only think coherently and critically, but constructively and creatively. They develop their imaginations, recognize problems, and with the conviction of what God wants this world to become, they go out to render Christian service wherever it is needed.

Wherever this is happening, the church college is performing educational miracles. In our country the church college has been, and is still, God's way of opening up such educational opportunities to thousands of boys and girls from all over the world. There is vast potential wrapped up in every young life. These young people need to develop confidence in how democracy works. While they are on the campus, they have a chance to become leaders in their chosen fields, and develop skills and abilities that are greatly needed by young adults.

The campus that is not too large—guided by a Christian administration and faculty—provides this fertile field for the great experiment in democracy.

The Great Experience in Christian Living

A student said to me, "I sure like my course in campusology." What did she mean? When I asked her to explain further, I heard an enthusiastic sophomore tell me what a Christian college campus meant to her. "The ideas that we talk about in class can be put to work right here where we live," she said.

As I listened, I thought about that first Dane ever

to be chosen judge of the Supreme Court of the British Empire. As a small boy he knew very little English, but the father set out to teach his son. The father applied himself to learning the cases of nouns and pronouns, comparison of adjectives and paradigms of verbs. He filled pages of paper with such statements as "A stitch in time saves nine." But when he tried to put it all together in a speech, the result was quite hopeless. What was he to do to teach his boy the English language? Later the boy said, "He simply turned me loose to mingle with English boys and acquire their speech."

A distinguished research chemist said to me the other day, "I hope your college is still turning out young men who are going into industrial chemistry." Then he added, "And I hope you still have required chapel. That factor alone was more basic in the development of my life than any other one thing."

These two illustrations reveal what we mean when we talk about the church-college campus contributing to the experiences in Christian living. The positive influence and guiding power of campus life that is wholesome, creative, and Christian, is another identifying characteristic of Methodism in higher education. The campus should become a Christian community, not a whirlpool of insanity. It should enrich human personality and not mar it. The campus becomes the threshold that opens out upon new vistas of life—lifting up new worlds of promise. The college campus should never become a dead-end street—where life is frustrated and comes to dead center. The church-college campus should become the threshold to God's kingdom.

In a recent survey it was revealed that the leadership of the church is quite dependent upon the church college. Eighty-five and four-tenths per cent of the young men going into the Methodist ministry come from the church-related and privately endowed colleges. Only 14.6 per cent come from the state and municipally owned universities. Yet the enrolment of the latter far exceeded the enrolment of the church-related college.

The lay leadership of the church stems from the church-related college also. Everywhere you go there are church-school teachers, members of the official board, organists, ushers, soloists, and others whose alma mater is their own Methodist college.

It is always a joy to attend alumni reunions. The old grads recall the days when they were on the college campus, putting ideas to work, and getting things done. In this great process they were growing and experiencing Christian community life.

I walked across our campus the other evening.

It was nine-thirty. The moon was full. The campus stretched out before me like a fairyland. The tall cedars and elms were standing there in all their beauty. The academic buildings were symbols of learning. The dormitories were still ablaze with light. The sidewalks looked like little silver paths that connected it all. I thought, "What a wonderful place for students to dream and work and play and worship and think and feel and sleep and eat—and live as God wants them to!" The New Testament says, "Jesus grew and waxed strong in spirit, filled with wisdom; and the grace of God was upon him." That is the goal for students on the church-related campuses. And they grew and waxed strong in spirit, filled with wisdom; and the grace of God was upon them.

This is the task of our church colleges. We have upon our campuses today the leadership for the world of tomorrow. If they are not nurtured in the experiences of Christian living now, how can we expect them to be after graduation?

The Great Awakening

The great corporations of America have awakened to the fact that without spiritual foundations, the structure of civilization will collapse. This accounts for their renewed interest in the free, independent, and church-related colleges of America. If these hardheaded business groups in America have come to such a conclusion, it would be nothing less than tragic for young people who are ready for college to follow the same old pathways established by an older brother, mother, or dad. The church college of yesterday is not the same college today.

There is an awakening within the church itself as to its responsibility for the Christian college. John Wesley was once asked, "What will happen to the church after you are gone?" He replied, "That will depend upon what our church decides to do about religious instruction and education." Such decisions are being made, and the prospects for Christian higher education to serve our generation were never better.

There is also an awakening on the part of high-school youth themselves in their selection of colleges to attend. They know their future is involved. Their usefulness to this generation will be determined. These are wholesome signs—a stirring of the waters from which great healing will come. The most hopeful, dynamic, redemptive, educational force on the frontier of American life is being created on the campuses of the church-related colleges of America.

Young men and the ministry

The Call

In counseling with young men today about the ministry, help them see the importance of a sense of divine calling to the work of the church. The call of the Divine Spirit to the inner heart and the cry of society's need to the ear and eye must both be heard. The voice of God calls young men to his service. The same voice rings through the sounds of human suffering. God spoke to Moses individually, laying upon his heart the plight of his people. Paul's call came in a voice which he alone understood on the Damascus way, but the need of the gospel by all people, even unto Rome, rang in his ears throughout his ministry.

The Need

The Methodist Church needs 1,200 new ministers each year to replace those lost from conference membership by retirement, death and other causes. In addition, the bishops have estimated that 1,600 more new men each year can be placed in various new ministerial opportunities in our growing and diversifying Methodism.

The First Step

Contact should be established as early as possible with the church in which the young man plans to serve to discover the correct procedure for entering the ministry. In Methodism this first step is the securing of the recommendation of the quarterly conference of the local church. With this recommendation and upon completion of certain preliminary studies, he may apply for a license to preach. Upon being licensed he should communicate with the Board of Ministerial Training and Qualifications of the annual conference.

The young man who is called to the ministry must look forward to a long period of intellectual and spiritual training. Four years of college and three years in seminary are ahead. Selective Service legislation has made provision for the training of tomorrow's ministers by exempting the pre-ministerial student from military service. The student should secure from the Board of Ministerial Training and Qualifications of his annual conference the blanks to be filled out to apply for his exemption. Upon certification of his status by the Board of Ministerial Training and his pre-enrolment in the theological school of his choice, he will be granted exemption to continue his studies.

In deciding upon a college, he should select one where the courses required in the preseminary studies program are available. Our own colleges and universities related to The Methodist Church offer excellent opportunities to fulfill the pretheological requirements. In general, the course is a well-diversified program in liberal arts.

The seminaries generally concur with the recommendation of the American Association of Theo-



logical Schools that the preseminary college course include a total of ninety semester hours or approximately three fourths of the student's college work in the areas listed below.

<i>Fields</i>	<i>Semesters</i>	<i>Sem. Hours</i>
English		
Literature, Composition and Speech	6	12-16
Philosophy	3	6-12
At least two of the following:		
Introduction to Philosophy		
History of Philosophy		
Ethics		
Logic		
Bible or Religion	2	4-6
History	3	6-12
Psychology	1	2-3
A foreign language	4	12-16
At least one of the following:		
Latin		
Greek		
Hebrew		
French		
German		
Natural sciences	2	4-6
Physical or biological		
Social sciences	2	4-6
At least two of the following:		
Economics		
Sociology		
Government or political science		
Social psychology		
Education		

Theological School

The choice of a theological school presents a special problem on which counsel will probably be sought. Since pre-enrolment necessitates the selection of a seminary some years before the date of entrance, the student will need guidance. Our ten Methodist theological schools offer fully accredited programs of instruction. They are conveniently located geographically across the nation. Extra benefits in a Methodist seminary beyond the well-rounded courses of instruction include the following:

- Discovering more fully the outreach of The Methodist Church as a working institution in the world.
- Growing to Christian maturity through deepened understanding, sensitivity, and consecration in the ministry of The Methodist Church.
- Receiving the fullest-possible training in the basic Christian faith as interpreted by The Methodist Church.
- Sharing in a circle of friends and fellow workers—the lifelong brotherhood of the Methodist ministry.

In addition to the theological schools of The Methodist Church, there are sixty-eight other accredited seminaries in the United States and Canada in which seminary work may be taken. This list includes both interdenominational and nondenominational schools as well as the larger number affiliated directly with other denominations.

Inquiries for additional information and materials for use in counseling preministerial students may be addressed to the Director of Theological Education, Box 871, Nashville, Tennessee.

A Word of Counsel to Parents

(Continued from page 7)

or the tacit rejection of it. In either case it is a choice. It may be made in one fateful moment or it more likely may come slowly as the result of many experiences, associations, and reflections. However it comes, the chances are that it will be permanent. Numerous studies have shown that few persons change in essential respects after they leave college. In a very real sense it is then or never with them while in college. The philosophy of life, the religion they acquire or develop, is the philosophy the religion, that must serve them and society to the end.

Parents as Guides

Since matters of such great consequence are involved, should young people be left to choose a college without any effort on the part of those who know them best and love them most to influence them? The great personal decisions will have to be made, for better or for worse, whatever college they select, or indeed if they do not go to college at all. Nature generally sees to that in the years from seventeen to twenty-two. But some environments are more favorable than others to the right decisions. The college, as better informed and more idealistic, has advantages over the ordinary community. And since every college has a character of its own, some colleges are superior to others in obtaining the desired results.

What greater responsibilities, then, do the parents have than to use their knowledge and their wisdom to counsel with their children in the choice of a college? As I see it, they would be justified also in using to a moderate extent the appeals of loyalty and love. They do in other matters of much less importance. Why not in this?

the METHODIST *student movement*

When a boy or girl goes to college, he enters into adult experiences. His vocation becomes seriously that of a student. His environs are those of the campus. The instrument of our church which seeks to help him mature in this situation is the Methodist Student Movement. Wherever he may go, he should be counseled to seek a place in the Methodist Student Movement.

THE Methodist Student Movement is an inclusive term describing a movement within Methodism that has been gathering momentum for the past fifteen years. The term includes student organization; it includes university churches and pastors; it includes the religious program of Methodist colleges, their student groups and directors of religious life; it includes the Wesley Foundations, their student councils, boards of directors, students and professional personnel; it includes the state movements, with their intercollegiate program; it includes a national Department of College and University Religious Life in the Board of Education working with similar departments in other boards; in a very significant manner, the Methodist Student Movement *includes a great new emphasis of Methodism in the field of religion in higher education.*

The Local Units

There are sixty-nine Methodist colleges, nine universities, ten theological schools, twenty junior colleges, seven secondary schools, two professional schools, and one affiliated college related to the Board of Education of The Methodist Church. It may be presumed that students in most of these one hundred and eighteen institutions and other institutions of the church related to other boards have some direct participation in the Methodist Student Movement. This is either indirectly through an organized Methodist Student Movement group on the campus or the campus Christian group which is related to the total Protestant student program in the United States through the United Student Christian Council.

There are one hundred and fifty-eight Wesley Foundations located at state and independent colleges and universities. Methodism also participates in twenty-two interdenominational units in similar centers.

In addition to the above, there are about one hundred other colleges and universities with organized groups of Methodist students.

These four hundred or more local units located in Methodist colleges, Wesley Foundations and other university centers are the local basic student units of the Methodist Student Movement among about 300,000 students who belong to or prefer The Methodist Church.

Beyond the Local Unit

In addition to local groups, the student phase of the Methodist Student Movement is organized on a state or similar area basis. It has never organized on a regional basis but for the purpose of holding Regional Student Leadership Training Conferences and similar meetings, there are regional groupings as follows: the Northeast, Southeast, South Central, North Central, Great Plains, Northwest, and the West.

There is a national *Methodist Student Commission* composed of student presidents of state or similar areas and their adult counselors. This body meets once a year for conference and consultation. Its legislation is referred to the boards and agencies of the church. It also formulates annual Program Emphases.

There is a national *Methodist Student Workers Association* composed of professional personnel in

the leadership of the Methodist Student Movement.

There is a national *Department of College and University Religious Life* in the Board of Education and a Student Department in the Board of Missions. These staffs meet several times a year to correlate their services to the field.

Relationships

The National Methodist Student Commission is a functioning part of the National Conference of Methodist Youth, and all student work is carried forward in correlation with the general youth work of the church and with the National Conference of Methodist Youth.

The Methodist Student Movement is one of thirteen national agencies in the United Student Christian Council which is the United States unit of the World's Student Christian Federation.

The Methodist Student Movement is also one of the many cooperating agencies in the recently organized Department of Campus Christian Life of the National Council of Churches of Christ.

Objectives

The objectives of the Methodist Student Movement have been clearly stated on a number of occasions. Basically and briefly, they are: to lead students to Jesus Christ, to study the Bible, to a deepened Christian faith, to an understanding of the church; to provide warmth of Christian fellowship; to develop ecumenical understanding; to foster Christian education; to offer projects of service; to interpret Christian vocation; to promote religion in higher education; to participate in a university Christian movement; and to develop a sense of world Christian community.

Projects

There are many local and state projects of the Methodist Student Movement. The following are some of the national projects:

motive, the Magazine of the Methodist Student Movement

The Methodist Student Fellowship Fund

Annual State Student Conferences

Annual Regional Student Leadership Training Conferences

Quadrennial National Methodist Student Movement Conferences

Caravans

Work Camps

Christian Witness Missions

National and United Nations Citizenship Seminars
European Travel Groups
Summer Courses for Training in Student Christian Work

Publication of the Methodist Student Bulletin
Participation in—

The National Conference of Methodist Youth
The Department of Campus Christian Life of the National Council of Churches
The United Student Christian Council
The World's Student Christian Federation

Conclusion

We have given the structural picture of the Methodist Student Movement. However, one misses the real meaning of the Methodist Student Movement if we convey only an organizational impression. It is in truth a movement composed of persons. They are college and university students, faculty, college pastors and counselors, who know Christ and are committed to him. They are a fellowship which is at once in the church and in the university. They are leading and being led by the Holy Spirit to witness, evangelize and teach in campus and community in the name of Christ.

Recent years have brought a steady stream of books on religion and education and particularly on religion and higher education. Here are annotations on a few of the best books.

Bender, Richard N., Editor, *Consultations on Religion in Higher Education. Guidance Manual, 1956-57*, (Methodist Board of Education, 1956). Detailed instructions for a plan of co-operative examination of the effectiveness of religious cultivation on the local campus.

Brown, Kenneth I., *Not Minds Alone* (Some Frontiers of Christian Education) (Harper & Brothers, 1954). "Can Education Be Meaningfully Christian?" The responsibilities of student, teacher, and administrator.

The Christian Scholar (Commission on Christian Higher Education, 257 Fourth Avenue, New York, of the National Council of Churches). Issue of March, 1954, and Supplement of Autumn, 1954, devoted to this subject. Other articles are to be found in other issues.

Coleman, A. J., Editor, *The Church College* (World Council of Christian Education, 156 Fifth Avenue, New York, 1950). A seminar report recognizing the necessity of church colleges as "essential both to the Church and to higher education."

Fairchild, Hoxie N., et al., *Religious Perspectives in College Teaching* (Ronald Press, 1952). Fourteen essays in as many curricular disciplines devoted to the analysis of religious perspectives in teaching, each prepared by a competent scholar and teacher in the given discipline.

Ferre, Nels F. S., *Christian Faith and Higher Education* (Harper & Brothers, 1954). An effort to propose a relationship between education and religion in terms of the Christian faith that protects the integrity of both, while also joining them organically for mutual discipline and service.

Gross, John O., *Education for Life* (Abingdon-Cokesbury Press, 1948). "The fountainhead of democracy is the Christian faith. If democracy is to live, the channels through which this flows must be kept open." A vigorous statement of the possibilities of Christian higher education.

Havemann, Ernest and West, Patricia, *They Went*

to College (Harcourt, Brace, 1952). A survey of U. S. college graduates made by *Time Magazine* and analyzed by the Columbia University Bureau of Applied Social Research. What the college graduate thinks and does.

Heely, Allan V., *Why the Private School* (Harper & Brothers, 1951). Addressing itself to questions the private school must answer if it is to justify its existence. An outstanding chapter, "The Cornerstone," is on the need for religion in education. "Secular education deceives itself if it believes that teaching, whatever the subject matter, can proceed from no point of view. All teaching is conversion."

Holbrook, Clyde, *What Is a Christian Collegee?* (Social Action Magazine, September, 1949). A critical and valuable brief analysis of religion on the church college campus.

Hollinshead, Byron S., *Who Should Go to College* (Columbia University, 1952). What proportion of our young people should our institutions of higher education attempt to educate? Who should have the opportunity to go to college? These and equally important questions of similar nature.

Livingstone, Sir Richard, *Education and the Spirit of the Age* (Oxford, 1952). A short book of six chapters showing the need for decision as to what we believe if education is to make its full impact. "The breakup of the philosophy of the West is the great problem of the time, on which all lesser problems depend."

Lowry, Howard, *The Mind's Adventure* (Westminster Press, 1950). A review of ideas and influences at "mid-century" which affect the colleges and universities, the religious heritage of American education, and the necessary relationship of religion and liberal education.

McLain, Raymond F., Editor, *What Is a Christian Collegee?* (Commission on Christian Higher Education, New York, 1953, of the National Council of Churches). Consolidated Report of a Research-Study Project.

Moberly, Sir Walter, *The Crisis in the University* (Macmillan, 1949). Analysis of the university, from a British viewpoint, which elaborates a constructive Christian view of the responsibility of higher education in relation to the cultural crisis.



**Location of Institutions of
Higher Education Related
to The Methodist Church**



CHART of Methodist-Related

	Location	Population	Type	Accreditation	Average Tuition
UNIVERSITIES					
1. AMERICAN UNIVERSITY	Washington, D. C.	802,178	Coed	MS-U	\$600
2. BOSTON UNIVERSITY	Boston, Mass.	801,444	Coed	NE-U	700
3. DUKE UNIVERSITY	Durham, N. C.	71,311	Coed	S-U	450
4. EMORY UNIVERSITY	Atlanta, Ga.	331,314	Coed	S-U	600-800
5. NORTHWESTERN UNIVERSITY	Evanston, Ill.	73,641	Coed	NC-U	
6. SOUTHERN METHODIST UNIVERSITY	Dallas, Texas	434,462	Coed	S-U	500
7. SYRACUSE UNIVERSITY	Syracuse, N. Y.	220,583	Coed	MS-U	900
8. UNIVERSITY OF DENVER	Denver, Colo.	415,786	Coed	NC-U	630
SCHOOLS OF THEOLOGY					
1. BOSTON UNIVERSITY SCHOOL OF THEOLOGY	Boston Mass.	801,444	Coed	T-U	\$700
2. DREW THEOLOGICAL SEMINARY	Madison, N. J.	10,417	Coed	T-U	160
3. DUKE UNIVERSITY, THE DIVINITY SCHOOL	Durham, N. C.	71,311	Coed	T-U	450
4. EMORY UNIVERSITY, CANDLER SCHOOL OF THEOLOGY	Atlanta, Ga.	331,314	Coed	T-U	600
5. GAMMON THEOLOGICAL SEMINARY	Atlanta, Ga.	331,314	Coed	T-U	70
6. GARRETT BIBLICAL INSTITUTE	Evanston, Ill.	73,641	Coed	T-U	150
7. ILIFF SCHOOL OF THEOLOGY	Denver, Colo.	415,786	Coed	T-U	210
8. SOUTHERN METHODIST UNIVERSITY, PERKINS SCHOOL OF THEOLOGY	Dallas, Texas	434,462	Coed	T-U	360
9. SOUTHERN CALIFORNIA SCHOOL OF THEOLOGY	Los Angeles, Calif.	1,970,358	Coed	T-U	80
10. WESTMINSTER THEOLOGICAL SEMINARY	Westminster, Md.	6,140	Coed	T-U	150
SENIOR COLLEGES					
1. ADRIAN COLLEGE	Adrian, Mich.	18,393	Coed	D	\$400
2. ALBION COLLEGE	Albion, Mich.	10,406	Coed	NC-U	550
3. ALLEGHENY COLLEGE	Meadville, Pa.	18,972	Coed	MS-U	750
4. ATHENS COLLEGE	Athens, Ala.	6,309	Coed	S-U	75
5. BAKER UNIVERSITY	Baldwin, Kansas	1,741	Coed	NC-U	400
6. BALDWIN-WALLACE COLLEGE	Berea, Ohio	12,051	Coed	NC-U	576-645
7. BENNETT COLLEGE	Greensboro, N. C.	74,389	Women	S-U	300
8. BETHUNE-COOKMAN COLLEGE	Daytona Beach, Fla.	30,187	Coed	S-U	270
9. BIRMINGHAM-SOUTHERN COLLEGE	Birmingham, Ala.	326,037	Coed	S-U	330
10. BROTHERS COLLEGE, DREW UNIVERSITY	Madison, N. J.	10,417	Coed	MS-U	630
11. CALIFORNIA WESTERN UNIVERSITY	San Diego, Calif.	334,387	Coed	W-U	550

AMA American Medical Association.

MS Middle States Association of Colleges and Secondary Schools.

NC North Central Association of Colleges and Secondary Schools.

NE New England Association of Colleges and Secondary Schools.

N Northwest Association of Secondary and Higher Schools.

S Southern Association of Colleges and Secondary Schools.

T American Association of Theological Schools.

U University Senate of The Methodist Church.

W Western College Association.

D Not accredited but approved for training of ministers under Par. 323, Methodist *Discipline*, 1952 edition.

LIBRARIANAL Institutions

Est. Fees	Average Room and Board	Est. Total Cost	1955-56 Regular Enrolment	No. of Faculty	Volumes in Library	Universities Endowment
	\$720	\$1,320	2,478	153	164,446	\$ 1,030,351
\$ 15	700	1,415	13,026	876	469,515	9,831,892 [†]
150	650	1,330-1,650	5,180	607	1,240,000	37,360,044 [‡]
5	745	1,585	3,500 [‡]	438	444,449	33,815,461
75	650	1,225	3,762	280	396,821	7,981,539
	632-776	1,880-2,000	9,876	765	501,108	11,303,311
56	627	1,313	5,212	290	319,000	3,077,500
\$ 10	\$700	\$ 950	474	27	40,581	\$ 839,845
4	440	604	282	21	208,000	7,025,504
100	575	675	271	22	76,000 [†]	See Duke Univ.
	605	1,205	475	24	49,500	657,915
15	364	449	72	8	34,000 [†]	1,214,562
15	450	615	416 [‡]	25	180,000	3,440,311
32	819	1,061	212	9	45,000	1,455,000
77	500	1,300	377	22	50,000	2,456,499
20	1,000	1,500	128	11	50,000-65,000	155,000
15	268	423	133	11	25,126	182,706
\$ 24	\$530	\$ 954	308	23	21,000	\$ 1,084,375
10	700	1,300	1,230	77	88,510	5,931,606
	570	1,320	1,018	75	133,334	2,576,338
4	113	192	608	23	16,286	325,000
	525	925	526	31	88,000	1,732,000
46-105	558	1,170-1,308	1,385	79	63,000	2,968,500
48	377	725	442	32	32,494	2,327,305*
36	430	736	750	39	25,050	777,895*
102	450	882	1,097	59	80,900	1,592,695
40	590	1,260	369	34	218,000	1,888,321
20	630	1,200	150	19	32,000	496,000

Includes Ford Foundation.

Does not include income from portion of Corpus of Duke Endowment.

Fall, 1955.

‡ Estimated.

1954-55 figure.

* Includes annual appropriation.

	Location	Population	Type	Accredita- tion	Average Tuition
12. CENTENARY COLLEGE OF LOUISIANA	Shreveport, La.	127,206	Coed	S-U	\$450
13. CENTRAL COLLEGE	Fayette, Mo.	3,144	Coed	NC-U	500
14. CLAFLIN COLLEGE	Orangeburg, S. C.	15,322	Coed	S-U	180
15. CLARK COLLEGE	Atlanta, Ga.	331,314	Coed	S-U	300
16. COLLEGE OF PUGET SOUND	Tacoma, Wash.	143,673	Coed	N-U	450
17. COLLEGE OF THE PACIFIC	Stockton, Calif.	70,853	Coed	W-U	600
18. COLUMBIA UNIVERSITY	Columbia, S. C.	86,914	Women	S-U	300
19. CORNELL COLLEGE	Mount Vernon, Iowa	2,320	Coed	NC-U	600
20. DAKOTA WESLEYAN UNIVERSITY	Mitchell, S. D.	12,123	Coed	NC-U	300
21. DePAUW UNIVERSITY	Greencastle, Ind.	6,888	Coed	NC-U	500
22. DICKINSON COLLEGE	Carlisle, Pa.	16,812	Coed	MS-U	700
23. DILLARD UNIVERSITY	New Orleans, La.	570,445	Coed	S-U	300
24. EMORY AND HENRY COLLEGE	Emory, Va.	300	Coed	S-U	280
25. EVANSVILLE COLLEGE	Evansville, Ind.	128,636	Coed	NC-U	488
26. FLORIDA SOUTHERN COLLEGE	Lakeland, Fla.	30,851	Coed	S-U	640
27. GREENSBORO COLLEGE	Greensboro, N. C.	74,389	Coed	S-U	300
28. HAMLINE UNIVERSITY	St. Paul, Minn.	311,349	Coed	NC-U	500
29. HENDRIX COLLEGE	Conway, Ark.	8,610	Coed	NC-U	320
30. HIGH POINT COLLEGE	High Point, N. C.	39,973	Coed	S-U	262
31. HUNTINGDON COLLEGE	Montgomery, Ala.	106,525	Coed	S-U	430
32. HUSTON-TILLOTSON COLLEGE	Austin, Texas	132,459	Coed	S-U	200
33. ILLINOIS WESLEYAN COLLEGE	Bloomington, Ill.	34,163	Coed	NC-U	490-540
34. IOWA WESLEYAN COLLEGE	Mount Pleasant, Iowa	5,843	Coed	NC-U	380
35. KANSAS WESLEYAN UNIVERSITY	Salina, Kansas	26,176	Coed	D	420
36. KENTUCKY WESLEYAN COLLEGE	Owensboro, Ky.	33,651	Coed	S-U	350
37. LaGRANGE COLLEGE	LaGrange, Ga.	25,025	Coed	S-U	350
38. LAMBUTH COLLEGE	Jackson, Tenn.	30,207	Coed	S-U	288
39. LAWRENCE COLLEGE	Appleton, Wis.	34,010	Coed	NC-U	650
40. LYCOMING COLLEGE	Williamsport, Pa.	45,047	Coed	MS-U	500
41. MacMURRAY COLLEGE	Jacksonville, Ill.	20,387	Wom.	NC-U	500
42. McKENDREE COLLEGE	Lebanon, Ill.	2,417	Coed	D	320
43. McMURRAY COLLEGE	Abilene, Texas	45,570	Coed	S-U	330
44. MILLSAPS COLLEGE	Jackson, Miss.	98,271	Coed	S-U	250
45. MORNINGSIDE COLLEGE	Sioux City, Iowa	83,991	Coed	NC-U	460
46. MOUNT UNION COLLEGE	Alliance, Ohio	26,161	Coed	NC-U	478-647
47. NATIONAL COLLEGE FOR CHRISTIAN WORKERS	Kansas City, Mo.	456,622	Coed		250
48. NEBRASKA WESLEYAN UNIVERSITY	Lincoln, Neb.	98,884	Coed	NC-U	330
49. OHIO NORTHERN UNIVERSITY	Ada, Ohio	3,640	Coed	D ^a	450
50. OHIO WESLEYAN UNIVERSITY	Delaware, Ohio	11,804	Coed	NC-U	650
51. OKLAHOMA CITY UNIVERSITY	Oklahoma City, Okla.	243,504	Coed	NC-U	400
52. PAINE COLLEGE	Augusta, Ga.	71,508	Coed	S	150
53. PFEIFFER COLLEGE	Misenheimer, N. C.	140	Coed	S-U ^a	200
54. PHILANDER SMITH COLLEGE	Little Rock, Ark.	102,213	Coed	NC-U	280
55. RANDOLPH-MACON COLLEGE	Ashland, Va.	2,610	Men	S-U	260
56. RANDOLPH-MACON WOMAN'S COLLEGE	Lynchburg, Va.	47,727	Women	S-U	750
57. ROCKY MOUNTAIN COLLEGE	Billings, Mont.	31,834	Coed	N-U	300
58. RUST COLLEGE	Holly Springs, Miss.	3,276	Coed	S-U	135
59. SCARRITT COLLEGE FOR CHRISTIAN WORKERS	Nashville, Tenn.	174,307	Coed	S-U	380

^a Graduates of Florida high schools receive \$100 reduction.

^b Has accredited School of Law, Pharmacy and Engineering.

^a Pfeiffer senior college status approved January, 1956, accreditation continues for the present to freshman and sophomore years.

Est. Fees	Average Room and Board	Est. Total Cost	1955-56 Regular Enrolment	No. of Faculty	Senior Colleges	
					Volumes in Library	Endowment
	\$484	\$ 934	1,237	64	42,038	\$ 3,947,000
	440	975	578	38	60,500	1,250,000
\$ 60	324	575	439	25	18,031	606,140*
50	338	787	806	38	12,027	1,469,634*
75	400	925	2,600	143	76,000	3,000,000
30	670	1,300	1,352	99	66,000	1,486,396
60	500	860	522	38	20,000	993,000
100	625	1,325	735	57	65,000	3,319,934
45	480	825	364	25	20,000	679,152
100	620	1,220	1,924	127	126,842	8,468,914
50	670	1,420	881	81	100,000	4,400,000
37	453	790	842	48	44,193	4,500,000*
115	395	790	527	43	33,425	1,008,747
	500	988	1,625	85	40,401	508,656
	520	1,160	1,750	85	74,405	2,025,971
70	465	835	340	35	32,482	761,640
15	565	1,130	1,269	81	70,000	4,920,607
29	490	839	425	45	61,415	2,192,661
78	382	722	875	50	30,200	716,828
20	530	980	639	45	42,000	1,000,000
25	289	514	526	35	40,000	1,575,289*
	600-640	1,090-1,180	1,028	73	51,000	2,091,871
32	525	987	546	25	124,000	594,403
	500	920	266	27	25,000	675,000
60	510	920	477	27	26,000	436,700
30	520	900	250	24	18,000	1,800,000
40	438	766	328	22	18,000	435,652
45	625	1,320	800*	70	141,000	2,541,423
50	600	1,150	858	46	36,453	856,000
30	870	1,400	453	43	60,886	4,692,276
10	408	738	394	28	21,500	290,000
40	483	853	786	42	35,000	1,400,000
111	300	661	821	49	133,000	1,603,347
50	470	980	1,025	56	70,000	1,027,723
72	540	1,250-1,400	750	48	92,803	1,800,439
36	400 ⁷	711	88	14	24,000	605,000
	545	950-1,000	832	53	40,000	1,400,000
90	570	1,110	1,004	74	37,261	1,340,000
	670	1,320	1,873	123	162,700	6,226,933
	585	985	3,693	131	59,000	659,915
65	324	539	326	20	28,835	48,282
65	420	685	570	35	20,000	1,600,000
46	360	686	476	47	32,422	644,841 ⁸
320	510	1,145	474	41	49,411	1,811,339
	900	1,650	675	76	80,000	1,451,695
38	465	803	258	24	28,000	531,663
44	351	530	507	26	21,428	294,393 ⁸
69	540	993	187	19	8,718 ⁹	765,000

⁷ Plus six hours work per week.

⁸ Includes annual appropriation.

⁹ Plus Joint University Library of 685,154 volumes.

* Estimated.

SENIOR COLLEGES continued	Location	Population	Type	Accredita- tion	Averag Tuition
60. SIMPSON COLLEGE	Indianola, Iowa	5,145	Coed	NC-U	\$480
61. SOUTHWESTERN COLLEGE	Winfield, Kansas	10,264	Coed	NC-U	370
62. SOUTHWESTERN UNIVERSITY	Georgetown, Texas	4,951	Coed	S-U	375
63. TENNESSEE WESLEYAN COLLEGE	Athens, Tenn.	8,618	Coed	S-U ¹⁰	355
64. TEXAS WESLEYAN COLLEGE	Fort Worth, Texas	278,778	Coed	S-U	300
65. UNION COLLEGE	Barbourville, Ky.	2,926	Coed	S-U	300
66. UNIVERSITY OF CHATTANOOGA	Chattanooga, Tenn.	131,041	Coed	S-U	400
67. WESLEYAN COLLEGE	Macon, Georgia	70,252	Women	S-U	450
68. WESLEYAN UNIVERSITY	Middletown, Conn.	29,711	Men	NE-U	650
69. WEST VIRGINIA WESLEYAN COLLEGE	Buckhannon, W. Va.	6,016	Coed	NC-U	500
70. WESTERN MARYLAND COLLEGE	Westminster, Md.	6,140	Coed	MS-U	550
71. WESTMINSTER COLLEGE	Salt Lake City, Utah	182,121	Coed	N-U	386
72. WILEY COLLEGE	Marshall, Texas	22,327	Coed	S-U	200
73. WILLAMETTE UNIVERSITY	Salem, Oregon	43,140	Coed	N-U	240
74. WOFFORD COLLEGE	Spartanburg, S. C.	36,795	Men	S-U	250

JUNIOR COLLEGES

1. ANDREW COLLEGE	Cuthbert, Ga.	4,025	Women	S-U	\$150
2. BREVARD COLLEGE	Brevard, N. C.	3,908	Coed	S-U	200
3. CENTENARY JUNIOR COLLEGE	Hackettstown, N. J.	3,894	Women	MS-U	
4. EMORY-AT-OXFORD	Oxford, Ga.	817	Coed	S-U	510
5. FERRUM JUNIOR COLLEGE	Ferrum, Va.	350	Coed		200
6. GREEN MOUNTAIN COLLEGE	Poultney, Vt.	1,685	Women	NE-U	
7. HIWASSEE COLLEGE	Madisonville, Tenn.	1,487	Coed		192
8. KENDALL COLLEGE	Evanston, Ill.	73,641	Coed	D	300
9. LINDSEY WILSON JUNIOR COLLEGE	Columbia, Ky.	2,167	Coed	S-U	268
10. LON MORRIS COLLEGE	Jacksonville, Texas	8,607	Coed	S-U	210
11. LOUISBURG COLLEGE	Louisburg, N. C.	2,545	Coed	S-U	250
12. MARTIN COLLEGE	Pulaski, Tenn.	5,762	Coed	S-U	240
13. MORRISTOWN COLLEGE	Morristown, Tenn.	13,019	Coed	S-U	111
14. REINHARDT COLLEGE	Waleska, Ga.	385	Coed	S-U	176
15. SNEAD JUNIOR COLLEGE	Boaz, Ala.	3,078	Coed	S-U	270
16. SPARTANBURG JUNIOR COLLEGE	Spartanburg, S. C.	36,795	Coed		300
17. SUE BENNETT COLLEGE	London, Ky.	3,426	Coed	S	80
18. VERMONT JUNIOR COLLEGE	Montpelier, Vt.	8,599	Women	NE-U	745
19. WESLEY JUNIOR COLLEGE	Dover, Delaware	6,223	Coed	MS-U	550
20. WOOD JUNIOR COLLEGE	Mathiston, Miss.	584	Coed		
21. YOUNG HARRIS COLLEGE	Young Harris, Ga.	450	Coed	S-U	180

OTHER COLLEGES

1. MEHARRY MEDICAL COLLEGE	Nashville, Tenn.	174,307	Coed	AMA-U	Medicine \$675 Dentistry 600 Nursing 153
2. PORT ARTHUR COLLEGE	Port Arthur, Texas	57,530	Coed		28-34
3. SAGER BROWN HOME AND GODMAN SCHOOL ¹¹	Baldwin, La.	1,138	Coed		
4. WESLEY COLLEGE	Grand Forks, N. D.	26,836	Coed	D	150

¹⁰ Senior college status approved July, 1954, accreditation continues for the present to freshman and sophomore years.

¹¹ Elementary school.

	Est. Fees	Average Room and Board	Est. Total Cost	1955-56 Regular Enrolment	No. of Faculty	Senior Colleges Volumes in Library	Senior Colleges Endowment
1.	\$100	\$574	\$1,154	676	38	43,080	\$ 1,328,000
2.		510	880	459	39	29,570	760,000
3.		500	875	441	43	52,220	5,055,951
4.		470	825	399	21	19,973	411,312
5.	15	430	800	733	41	34,000	1,145,000
6.	6	380	692	644	29	23,000	752,956
7.	50-75	480	930	1,400	84	160,000	3,000,000
8.	60	640	1,150	438	49	48,000	1,757,453
9.	437	750	1,837	814	102	415,000	21,800,000
10.		592	1,092	724	29	42,000	700,000
11.	65	550	1,200-1,300	667	58	52,000	1,240,045
12.	64	250	700	450	32	20,924	168,000
13.	65	315	575	600	38	17,000	963,559*
14.	100	575	1,150	1,050	82	75,000	2,500,000
15.	210	440	900	680 ¹²	42	56,800	1,042,437
1.	\$ 15	\$385	\$ 550	98	12	5,750	\$ 176,400
2.	55	340	595	275	20	17,000	600,000
3.		Day Boarding	700 1,800	471	43	18,750	64,092
4.	8	480	1,015	208	21	7,800	See Emory Univ.
5.	90	330	650	185	13	7,100	119,000
6.			1,700	350	29	14,000	100,000
7.	75	315	582	256	13	5,600	171,435
8.	50	550	900	161	11	5,500	19,960
9.	20	362	650	178	13	9,101	43,450
10.	25	440	675	262	14	11,375	146,500
11.	30	315	595	308	19	12,000	160,000
12.	30	390	660	168	12		206,507
13.	33	306	450	300	18	13,000	336,253*
14.	27	382	585	241	12	4,250	319,158
15.		360	630	241	13	8,600	160,100
16.	40	350	690	323	11	7,489	— ¹³
17.	30	306	416	186	13	13,000	
18.		875	1,620	190	15	8,500	168,753
19.	130	450	1,130	200	19	7,000	143,000
20.			450	160	12	9,000	155,000 ¹⁴
21.	45	300	525	365	20	15,000	500,000
1.	\$ 74	\$510	\$1,259	259	60		
2.	108	510	1,217	118	14	18,028	\$ 4,961,256
3.	55	315	524	68	9		
4.	3	48 ¹⁵	78-84 ¹⁵	700	10		100,000
5.		Day Boarding	27 300	145	12	300	22,640 ¹⁵
6.		445	595	173	2	1,500	239,424

¹² Fall, 1955.

¹³ Annual appropriation equivalent to endowment of \$825,000.

¹⁴ Supplemented by annual appropriation.

¹⁵ Per month.

¹⁶ Estimated.

* Includes annual appropriation.

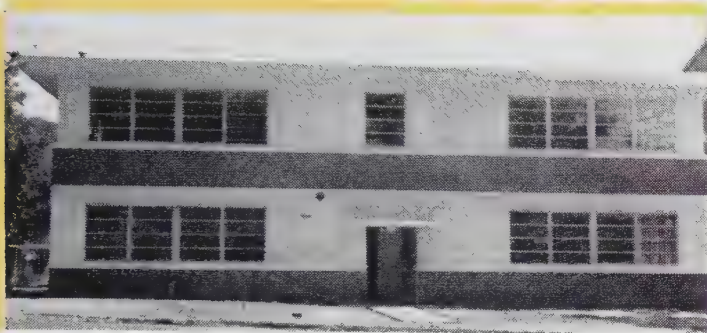
SECONDARY

related to THE METHODIST CHURCH



	Location	Population	Type	Accredita- tion	Average Tuition
SECONDARY SCHOOLS					
1. ALLEN HIGH SCHOOL	Asheville, N. C.	53,000	Women	S	\$ 45
2. BAXTER SEMINARY	Baxter, Tenn.	861	Coed	S-U	150
3. BOYLAN HAVEN SCHOOL	Jacksonville, Fla.	204,517	Women		50
4. BROWNING HOME AND MATHER ACADEMY	Camden, S. C.	6,986	Coed		27
5. ERIE SCHOOL	Olive Hill, Ky.	1,351	Coed		30
6. GEORGE O. ROBINSON SCHOOL	Santurce 34, P. R. (San Juan, P. R.)	224,767	Coed		
7. HARWOOD GIRLS' SCHOOL	Albuquerque, N. Mex.	96,815	Women		135
8. HOLDING INSTITUTE	Laredo, Texas	51,910	Coed		45
9. KENTS HILL PREPARATORY SCHOOL	Kents Hill, Me.	170	Coed	NE-U	800
10. LYDIA PATTERSON INSTITUTE	El Paso, Texas	130,485	Coed		72
11. NAVAJO METHODIST MISSION SCHOOL	Farmington, N. Mex.	3,637	Coed		50
12. PENNINGTON SCHOOL	Pennington, N. J.	1,682	Men	MS-U	600
13. RANDOLPH-MACON ACADEMY	Front Royal, Va.	8,115	Men	S-U	
14. TILTON SCHOOL	Tilton, N. H.	2,085	Men	NE-U	500
15. VASHTI SCHOOL	Thomasville, Ga.	14,424	Women		
16. WILBRAHAM ACADEMY	Wilbraham, Mass.	4,003	Men	NE-U	
17. WYOMING SEMINARY	Kingston, Pa.	21,096	Coed	MS-U	500

SCHOOLS



	Est. Fees	Average Room and Board	Est. Total Cost	1955-56 Regular Enrolment	No. of Faculty	Secondary Schools Volumes in Library	Endowment
1.	\$ 30	\$270	\$ 345	120	15	3,000 est.	None
2.	45	555	750	393-400	18	3,950	\$ 207,208
3.	25	300	375	176	20		None
4.	30	315	372	167	28	2,000	
5.	5	270	310	151 av.	25	4,127	None
6.							
7.	15	360 Boarding Day	360 135	160	24	3,200	20,360
8.	68	230	353	107	12	300	None
9.		800	1,600	110	18	5,000	300,000
10.	15	212	300	600	20	5,000*	
11.		11 hrs. work required	100 plus work	274	15	4,935	
12.	100	650	1,350	160	18	5,000	1,700,000
13.			1,300	244	19	5,030	12,250
14.	50	1,200	1,750	185	18	10,379	449,512
15.	10	30 per mo.	45 first mo.**	120	23		None
16.			1,700	185	21	6,530	650,000
17.		1,000	1,500	850	75	10,000	3,000,000

* Estimated.

** \$35 thereafter.

WAYS *and* MEANS *of meeting the cost*

METHODIST

LOAN

FUND

THERE are four important factors in securing a college education—*ability, will, purpose, and means*. If ability is evident, the purpose clear, and the will strong, the student will probably discover the necessary ways and means. However, not all deserving students have access to adequate means and often fail to realize their educational goals from lack of funds. It is for this reason The Methodist Church maintains a program of loans and scholarships that has helped more than 75,000 students during the past eighty years. Funds from the Methodist Student Loan Fund are available to the young people of your church provided they meet the following requirements:

1. Applicant must have been a Methodist for at least one year.
2. Be at least seventeen years of age and in good health.
3. Be properly registered as a degree candidate in an accredited college or university.
4. Have a grade average of C or better.
5. Give evidence of need, character, and financial responsibility.

Applications for Methodist Student Loans should be made through the loan officer if the student is attending a Methodist college or university, through the Wesley Foundation director if the student is attending a state university, or directly through the Department of Student Loans and Scholarships of the Board of Education if attending other private or independent schools. Application forms and promissory notes are distributed only by authorized loan officers, and no loans are granted without proper clearance through these established channels.

A student may borrow a maximum of \$1,500 during his entire educational career, with limited amounts being available for each academic year as follows: freshman, \$200; sophomore, \$250; junior, \$300; senior, \$350. The maximum available to undergraduate students is \$1,000 with an additional \$500 being made available for graduate study. Students are encouraged to borrow only the amount needed, for the loan fund is an attempt to supplement rather than to underwrite the total college expenses of any particular student.

A limited number of students will be able to take advantage of the National Methodist **Scholarship** program which is designed primarily to attract and develop outstanding leadership for the church at large. These awards are restricted to qualified students in accredited Methodist colleges and univer-

sities and cover tuition and fees up to \$400 per year. Candidates for these awards must demonstrate superior academic ability, be actively related to The Methodist Church, possess unusual leadership ability, give promise of future usefulness, be Christian in character, pleasing in personality, and in good health. Need is also an important requirement, but those nominated for this award must meet all the qualifications before being considered.

Application for these awards must be made directly through the scholarship officer in the Methodist school of the student's choice even though the final decision and actual awards are made by the Board of Education.

HOW TO APPLY

METHODIST

DAY

Methodist Student Day, the second Sunday in June, represents an excellent opportunity for the local pastor to encourage young men and women to think in terms of securing a college education. On this occasion, youth can be inspired with the need for Christian leadership around the world and can be encouraged to prepare for such positions of leadership. They can also be advised about the Methodist program of higher education with its secondary schools, junior colleges, colleges, universities, seminaries, and Wesley Foundations, for in this way they will come to appreciate the fact that education and leadership are important in The Methodist Church. Many of those without resources will be encouraged by the information that they can borrow from the Methodist Student Loan Fund and others will be challenged with the prospect of securing a National Methodist Scholarship award. Where they go and the course of study they pursue will be matters of personal concern, but they can be assured of assistance through the Methodist Student Loan and Scholarship Fund.*

The General Board of Education is glad to join hands with local pastors in this nationwide program of leadership training. Together we shall continue to attract and encourage those who have ability, a will, and a sense of purpose, and above all, come to the aid of those who are seeking ways and means for realizing their educational goals.

* See chart on Pages 18-25 for tabulation of actual college expenses.

when **UNCLE SAM** *calls*

EVERY young man in the United States today has to deal with the question of Selective Service. The law states that within six months after he has registered on his eighteenth birthday he is subject to call (although in practice the actual call is often deferred for two years or so). Some will enlist; some will ask Selective Service to induct them; some will ask for deferment for various reasons; some will ask for alternative service because of conscientious objections to military service; some will be rejected because of physical, mental, or moral unfitness. But every man has to deal in some way with Uncle Sam.

The attitude of different individuals when faced with the necessity of giving a couple of years to the armed services varies widely. Some welcome it as an opportunity to get away from home and see the world; others fear it as if it were the plague; others take an entirely passive attitude—they expect to do just what they are told to do and nothing more; others say, “This is not my choice, but if I have to go I’ll make these two years contribute constructively to my life. I’ll seize every opportunity to improve my mind and my health, to develop my talents, to grow in character, leadership, personality, and the ability to get along with all sorts of other fellows. I’ll obey orders, but at the same time I’ll continue to think for myself and discipline myself to high standards of conduct.” Naturally, it’s the latter attitude that this article is advocating.

Few people seem to realize the concern which Uncle Sam has that his boys get all the education they can, or how many opportunities for schooling he throws in their way. In the first place, Selective Service is anxious that every inductee shall have had not only a high-school education but college as well. Deferments are made so that nearly everyone can finish high school before induction, and so that all really good students can finish college. Oveta Culp Hobby, former U. S. Secretary of Health, Education, and Welfare, stressed this point in the 1954 orientation issue of *motive*, when she said:

The Government defers superior students from military service because the public recognizes that trained minds are a vital element in national

security. The technician, the scientist, the teacher, and the philosopher give strength to the nation as surely as do the guns, planes, and bombs. Deprive a nation of its trained and creative minds and it has no need of intricate weapons. Moreover, it will soon have nothing worth defending.

Even if a person decides to interrupt his schooling and enlist, or asks to be inducted through Selective Service, he will find that many opportunities are offered for his education while in the service.

One of these is through correspondence courses, taken either with a recognized college or university while in service or through the U. S. Armed Forces Institute (USAFI), the Marine Corps Institute or the Coast Guard Institute. An astonishing wealth of subjects, both as to variety and difficulty, is available, and credit in most cases is transferable later to the college of his choice.

Another opportunity in many camps is in the off-duty classes offered by a near-by college or university. These are arranged through the camp Information and Education Officer.

Then, there are the service school courses offered by the service itself to develop specialists for its own needs. A record is kept of the content of these studies and the grades made, and it often happens that a student can get college credit later if he continues the study in college of this particular field.

But we should not assume that education takes place only in formal classes. Travel itself is education, particularly when one reads about the places to be visited beforehand, and looks up the points of most significance in his hours off duty.

Meeting people from all parts of the country, engaging in conversation with them, and asking questions about home conditions can be a profitable educational experience.

Reading good books, taking part in good recreation, engaging in arts or crafts during spare time are all excellent educational activities available to the service man.

Opportunities? Dozens of them. But rarely does one seize an opportunity unless he is watching for it. It’s especially true of education. Not often does

(Continued on page 30)

the UNIVERSITY *senate*

METHODISM can be justly proud of its record in education—proud of the number of its schools, colleges, and universities—proud of the diversity of emphasis and curricula offered by these institutions—proud of the alumni who have served and are now serving the church and the nation—proud of the excellence of its institutions as a part of American education.

This record, of course, has been made possible by devoted men and women who have sought to merge the concerns of the mind and the spirit in an educational experience of excellence and who have labored to make this dream a reality. Assisting them, however, has been an historically significant agency of the church, the University Senate. It was established by the General Conference of the Methodist Episcopal Church on recommendation of its Board of Education in 1892. The objective was to bring together the professional educational leadership of the church and to charge this Senate with very serious and significant responsibilities in the guidance of Methodist educational institutions.

Primary Responsibilities

In 1939 the Uniting Conference, recognizing the important work which the Senate had done, continued it as the accrediting agency of the church with these primary responsibilities:

1. The accreditation and classification of educational institutions;
2. The protection of the church against educational and administrative malpractices;
3. Active educational counsel and guidance to the Division of Educational Institutions of the General Board of Education and through the division to the annual conferences.

Senate Members

The Senate is composed of twenty-one persons, not members of the General Board of Education, who are actively engaged in the work of education. Eleven of these are named by the General Board and ten by the Council of Bishops. Members of the Senate for the current quadrennium are:

ELECTED BY THE BOARD OF EDUCATION: James P. Brawley, Harold C. Case, Ralph W. Decker, Matt L. Ellis, Russell J. Humbert, David A. Lockmiller, Edmund Perry, William F. Quillian, Jr., Hubert Searcy, G. Herbert Smith, William P. Tolley.

ELECTED BY THE COUNCIL OF BISHOPS: Hurst R. Anderson, Russell D. Cole, A. Hollis Edens, Lowell S. Ensor, Umphrey Lee, William J. Scarborough, Edward W. Seay, Goodrich C. White, Ralph L. Woodward, W. W. Whitehouse.

The Senate naturally maintains a very close working relationship with the Division of Educational Institutions of the Board of Education. Dr. John O. Gross, executive secretary of the division, is always an active participant in the meetings of the Senate and Dr. Myron Wicke, staff member in charge of secondary and higher education, has been asked to serve on the Senate as recording secretary. In many ways the staff members of the division are the technical arms of the Senate, and together they serve to unify and strengthen the educational program of the church.

Although the accrediting function has been historically the central concern of the Senate, it is no longer a major problem, for the fact is that of the one hundred and nineteen colleges, only six senior and three junior colleges lack approval by their regional educational agencies.

Surveys of Educational Institutions

A great deal of attention is now given to assisting colleges in the solution of their special problems. For example, about two years ago Dr. X was elected president of one of our fine colleges. In order that he might better serve that institution, he asked the University Senate to appoint a survey team of specialists to make a thorough examination of his college. This was done. A staff of five well-qualified educators, specialists in different areas of institutional operation, was selected and the study conducted.

Several months later Dr. X received a report made to the president and the board of trustees, a one-hundred-page document summarizing the analysis of the surveyors. Reports on these studies are always presented to the Senate so members will be fully informed of the work of survey teams. These institutional studies are paid for by the institution surveyed on the basis of the cost of the study. This kind of assistance may be of invaluable service to an institution.

Then, when it is discovered through annual reports or in other ways that an institution has a problem of some sort which appears to be serious, the Senate may on its own initiative appoint a committee of counselors who will visit the institution and assist it in the solution of its problem. If it is ever determined that an institutional operation is not in accord with the generally accepted standards of the Senate, it may remove the institution from the accredited list or announce its intention to do so at a specified future date in case the institution does not alter its practice or practices. Removal from the approved list automatically deprives the institution of the financial aid it may be receiving from the church. It would, of course, also generally endanger the academic reputation of the institution.

Thus, the Senate has considerable power although it very rarely finds it necessary to exercise that power. There has been a happy and most satisfactory cooperative relationship between the Senate and our institutions. The educational leadership of the Senate has been outstanding. Our schools and colleges have accepted that leadership with a spirit of gratitude for the wisdom that our church has shown in creating and maintaining this instrument of progressive aid to our boards of trustees, administrations, and faculties.

Future of the Senate

During this quadrennium there has been considerable discussion of the functions of the Senate, hope being expressed that we will give more and more attention to the creative phases of leadership since the policing function is no longer so important. Therefore, the Senate is currently studying ways in which it may assume responsibilities for forward-looking steps in Methodist education which will preserve for the church the most significant educational program provided for any Protestant group in America.

Methodists everywhere should know about the work of the University Senate, and should be assured that because of the leadership of this agency they can properly have a feeling of firm confidence when recommending a Methodist school to a Meth-

odist family. These schools and colleges belong to Methodists. They were established by Methodists. They are controlled by boards of trustees with Methodist relationships. They are helped and counseled by agencies of the church, an important one of which is the University Senate presented in this statement.

—HURST R. ANDERSON, *President*
American University

When Uncle Sam Calls

(Continued from page 28)

one get anything from a book unless he reads with a purpose. One must travel with a purpose, converse with a purpose, play with a purpose, listen with a purpose if he expects to achieve an education. Hence the necessity of deciding on a vocation, at least the general field, before one enters the service. If grades are not good enough to give deferment any longer, it may well be the low record is the result of a lack of purpose. If a worthy purpose is found during the two to four years in the service, most colleges will give another chance.

Actually, the key as to whether a stint in the armed services will prove really valuable or not is what it does to one's religion. For in the final analysis, the quality of one's personal religion determines both the worthiness of his purpose and the goodness of his character.

—LLOYD M. BERTHOLF, *Dean*
College of the Pacific



methodism's newest college



AERIAL VIEW OF SAN DIEGO
AND POINT LOMA. DOTTED
LINE OUTLINES CAMPUS.

THE Methodist Church is operating more than a holding operation in higher education. It is looking for new fields and establishing new institutions to service them.

California Western University is Methodism's newest college. Situated on San Diego's Point Loma, it will have the support of the Methodists of the Los Angeles area, one of the fastest-growing population centers in the nation. It has a 117-acre campus which a leading architectural firm calls one of the finest potential of any college campus in the world.

Four years ago California Western started in the educational field. Its campus was covered with brush and for housing it depended on a

few dilapidated buildings obtained from an old Theosophical Society center. Six part-time faculty worked with a total of seventy-two part- and full-time students.

In that year The Methodist Church outlined certain financial and educational requirements which had to be met before affiliation by the college could be consummated. With surprising speed these stipulations were met and last June the California-Arizona Conference voted affiliation.

The school, which is the only Protestant institution of higher learning in the San Diego area became in the meantime an accredited school, listed by the Western College Association. This is a singularly high honor in view

The Purpose of California Western University:

to permeate all study with the high ideals of the Judaeo-Christian tradition so that the students may learn to use technical skills to lead toward brotherhood, democracy, justice, decency, and peace. The aim is to implement these ideals by developing mature persons who are rational in their attitudes, so that they can combine personal development, adjustment, and social responsibility.

—1956-1957 Bulletin

of the short life of the university.

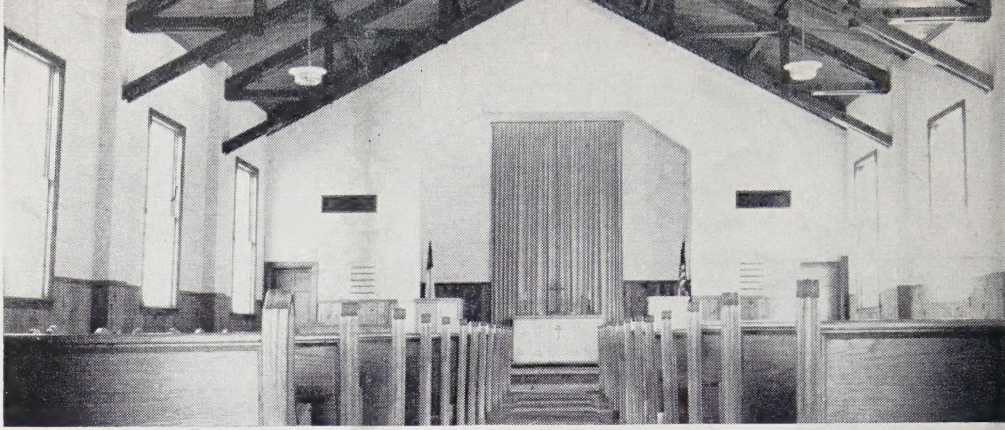
The need for a Protestant, liberal arts college in the San Diego area was obvious. Only two other schools were in existence: a state school, San Diego State College, and a Roman Catholic institution, San Diego College. When Los Angeles was the size of San Diego it had fourteen Protestant colleges already in operation!

Within a radius of thirty-five miles of the college the 1955 population numbered in excess of 800,000. Extending the radius to 150 miles, over 6,000,000 inhabitants can be found. The Los Angeles area enrolls 170,357 Methodists.

Since its humble beginnings, the faculty has quadrupled and become full time. The enrolment of students has more than tripled. The old buildings have been restored and three new buildings, donated by residents of the community, have been dedicated. Two new dormitories were just added, in time to meet the influx of students in the new school year.

It is not visionary to estimate that within ten years the school will enroll 1,500 students and occupy a physical plant including more classroom buildings, a library, fine arts building, additional dormitories, gymnasium and athletic field. One unique project is the building of an institute and conference grounds, something like the famous Asilomar on the Monterey Peninsula.

THE CHAPEL INTERIOR



As it builds, the planners want to keep a quiet, university-like atmosphere in the midst of rapid expansion. The architecture is functional but personal and intimate instead of frigid and impersonal. Every effort is being made to insure that the new construction will blend and fit into the natural beauty of Point Loma, only a fifteen-minute drive from downtown San Diego.

Dr. William C. Rust, the president, is running to keep up with the demands that are being made upon California Western University. As one of the church's stewards in higher education, his responsibility is to implement the philosophy of the school, placed in the Judaeo-Christian heritage. It is the task of the church to support and sustain the hands of those who take such leadership.

STUDENTS WATCH PACIFIC OCEAN AT EDGE OF CAMPUS.



JOHN B. STARKEY MEMORIAL SCIENCE BUILDING.